Annie La

Wiki 4

ED 7201

Fall 2011

Annotation: 13 References

**ACT. *Reading between the lines: what the ACT reveals about college readiness in reading.* Retrieved from** [**http://schools.nyc.gov/NR/rdonlyres/FF204E0B-65B5-4DD4-9FAE-EE0C99ACB370/0/ACTReportSummary.pdf**](http://schools.nyc.gov/NR/rdonlyres/FF204E0B-65B5-4DD4-9FAE-EE0C99ACB370/0/ACTReportSummary.pdf)

This article discusses the importance of reading comprehension to prepare students for college. In order to measure college readiness, the ACT exam was used to determine a student’s literacy rate. Students will not be ready for the future if they don’t know how to read at their level. This in turn will affect their future career.

**Alliance for Excellent Education. (2006, February). *Adolescent literacy* [Fact sheet]. Retrieved from** [**http://schools.nyc.gov/NR/rdonlyres/F62A486B-B05E-48F6-9503-F2A129416D28/0/AdolescentLiteracyFactSheet.pdf**](http://schools.nyc.gov/NR/rdonlyres/F62A486B-B05E-48F6-9503-F2A129416D28/0/AdolescentLiteracyFactSheet.pdf)

The Alliance of Excellent Education (2006) shows factual data that eight million students in the nation read below grade level. These students are able to decode texts but are unable to comprehend what they read. This fact sheet shows statistics of students in grades 4-12 that read below grade level. If students read below grade level they will not be prepared for college, work and other demands of adulthood.

**Brenda, B., Buck, K., & Giles, R. (2009). First-grade reading gains following enrichment: phonics plus decodable texts compared to authentic literature read aloud. Reading Improvement, *46* (4), 191-205.**

Brenda, Buck and Giles conducts research based on teaching first graders literacy skills, such as phonetics and decoding texts versus the current instructional read aloud. The research was conducted on four groups of first graders. The first group consists of practicing decoding skills after learning phonetics. The second group uses read aloud for reading comprehension. The third group used both phonetics, decoding and read aloud. The fourth group consists of the untreated group. Below average students benefitted from learning phonetics and decoding texts. Their reading comprehension increased greatly as opposed to average readers. Average and advanced readers benefit from the creative challenge seen in read aloud.

**Cadenhead, K. (1987). Reading level: A metaphor that shapes practice. The Phi Delta Kappan, *68* (6), p.436-441.**

Caldenhead explains that the idea of grading a student’s ability to read originated from William McGuffy’s practice that different age groups need different reading materials. Their reading comprehension is based on the difficulty of the text. However, measuring reading levels stemmed from Francis Galton’s theory of mental measurement. Social and psychological development arises from knowledge. Complexities such as mental thinking can be measured. James Cattell believed that anything complex can be measured and reduced to a simplistic version. Mental measuring was introduced to public schools in 1922. Lewis Terman was the first person to suggest that all students should be given an intelligence test.

**Cooper, D. (n.d.). *Stopping reading failure: Reading intervention for upper-grade students.* Retrieved from** [**http://www.beyond-the-book.com/strategies/strategies\_012506.html**](http://www.beyond-the-book.com/strategies/strategies_012506.html)

Cooper discusses the strategical need for intervention towards struggling readers in the upper elementary grade level. Students are taught phonetics and vocabulary skills but these some struggling students have a difficult time applying these skills to their reading. Students become frustrated when they are not taught how to apply their decoding skills with the text that is being read.

**Cummins, S. & Stellmeyer-Gerade, C. (2011).Teaching for synthesis for informational texts with read-alouds. Reading Teacher, *64* (6), p.394-405.**

Cummins and Stellmeyer-Gerade conducts research on two groups of third graders. The students were assessed based on reading comprehension during independent reading versus read aloud. Students were able to synthesize informational texts through read aloud because read aloud increases a student’s ability to comprehend the text, build on vocabulary and to become familiar with sound.

**English Language Arts [Chart]. (2011). Retrieved from New York City Department of Education website:** [**http://schools.nyc.gov/daa/test\_info/default.asp**](http://schools.nyc.gov/daa/test_info/default.asp)

Elementary students in NYC are required to take state exams such as the English Language Arts Test. This exam is used to determine a student’s reading proficiency based on a series of reading passages and questions. All state exams are scored on a four point system. Based on the English Language Arts Chart, if students receive a score of 3 or 4, they are considered to have met the reading standard and grade level. If students receive a score of 1 or 2, they are below reading level and do not meet the state standards

**Mounce, A. (n.d.). *Strategies to teach students reading below grade level.* Retrieved from** [**http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9647&CAT=none**](http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9647&CAT=none)

Mounce discusses the different strategies used to teach reading comprehension to struggling students. These strategies include differentiating lesson plans, accommodation versus modification, increasing independence, technology, study guides and refocusing. Being able to provide students with the time and independence necessary will increase their reading level.

**National Center for Education Statistics, Institute of Education Science. (2009). *Trial urban district snapshot report: Reading 2009.* [Data set]. Retrieved from** [**http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010461XN4.pdf**](http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010461XN4.pdf)

The National Center for Education Statistics (2009) displays achievement scores based on reading proficiency. This data snapshot is focused on fourth grade students in New York City public schools. In 2009, 46% of large city public school in the fourth grade read below reading level. Compared to the Nation’s public school, 34% of fourth graders are below reading level.

**Ross, J. (2004). Effects of running records assessment on early literacy achievement. Journal of Education Research, *97* (4), p. 186-194.**

Ross conducts a research to prove that running records are effective in improving a student’s reading. Teachers are able to assess a student’s fluency in reading and reading comprehension. The running record will determine areas of improvement for each student as well as their strengths. Students in treated schools that used running records outperformed those students in near treated schools by 12%.

**Santa, C. & Hoien, T. (1999). An assessment of early steps: A program for early intervention of reading problems. Reading Research Quarterly. 34. 54-79.**

Santa and Hoien noticed the main difference between struggling readers and average readers are the rate and process of comprehending instructional phonetics. Offering reading programs will enable students to gain skills in word recognition, reading texts and writing. In order to improve a student’s reading comprehension, it is important to intervene at an early age and to offer reading programs suitable to struggling readers. This article has an emphasis on reading recover and early steps program.

**Thames, D., Reeves, C., Kazelskis, R., York, K., Boling, C., Newell, K. & Yang, W. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. Reading Psychology, 29, p. 86-115.**

The authors and researchers conducted a study on determining an instructional reading approach that benefits reading comprehension. The research focuses on a holistic balanced approach versus the traditional informative approach. Using a treatment group and a comparison group, assessment scores were given to below average, average and above average students in grade four through eight. Based on daily language arts in the curriculum, basal reading and analytical reading the study has shown that individualized, integrated language arts improves reading comprehension for struggling readers.

**Thomas. (n.d.). *Fountas and Pinnell- Early literacy experts offer new reading intervention program.* Retrieved from** [**http://www.openeducation.net/2009/05/15/fountas-and-pinnell-early-literacy-experts-offer-new-reading-intervention-program/**](http://www.openeducation.net/2009/05/15/fountas-and-pinnell-early-literacy-experts-offer-new-reading-intervention-program/)

Thomas exaplains the need for reading intervention programs using Fountas and Pinnells gradient text.Fountas and Pinnell uses small group guided reading practices to develop comprehension skills based on a student’s reading level. It was from this practice that Fountas and Pinnell’s found a need of using A-Z text gradients